

Unit 6, Lesson 5: A Line, a Stamp, and a Quarter

Lesson Overview

In this lesson, students learn about the series of laws that Parliament passed to solve significant problems that Britain faced after the French and Indian war. The acts included the Proclamation Line, Stamp Act, Quartering Act - all of which will anger colonists and trigger the tensions that led to the American Revolution and Declaration of Independence.

Delaware Standard(s)

- **History Standard 1, 4-5 [Chronology]:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- **History Standard 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.
- **History Standard 3, 4-5 [Interpretation]:** Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

Big Ideas: change over time, causes-effects, point of view

Essential Questions

- How did Britain try to solve the problems it faced after the French and Indian War?

Enduring Understandings

- Students will understand that Britain passed laws that taxed the colonists, required them to stay east of the Appalachian Mountains, and station and quarter troops.

Resources

- [Google Slides](#)
- [Resource 1: Responding to Disagreement \(or conflict\) Exercise](#)
- [Resource 2: How Should Great Britain Solve its Debt Problem](#)
- [Resource 3: How should Great Britain Stop Colonists from Angering the French & Indians?](#)
- [Resource 4: How should Great Britain Protect its Big New Empire?](#)
- [Resource 5a: The King and Parliament Announce Their Solutions](#)
- [Resource 5b: Map showing the Proclamation Line of 1763](#)
- [Resource 6: Rights and Violations](#)
- [Resource 7: Checks for Understanding](#)

Procedures

1. **Warm-Up:** Think of a time when someone did something to you that you thought was unfair. How did you respond? What are some other ways that you could have responded?
2. **Review and Introduce the Lesson:** Ask students -
 - a. How did the French and Indian War change things for Great Britain (England)? [The size of its American colonies/empire grew larger; the British now have a huge debt to repay]
 - b. Explain...in this lesson we are going to consider possible solutions to the problems that Great Britain faced after the French and Indian War and the effects that those solutions had on the colonists.
3. **Conflict Resolution Activity:** see [Resource 1: Responding to Disagreement \(or conflict\) Exercise](#). Distribute copies. Students are presented with a scenario in which one person feels as if he has been treated unfairly by another person. Students categorize acceptable and unacceptable responses to the unfairness then rank acceptable responses in the order in which they might be implemented (ideally from least to most severe).

Give students time to respond, discuss with a partner or small group, then invite volunteers to share their thoughts.

4. **Problem-Solution Activity:**
 - a. See **Resources 2-4**.
 - i. [Resource 2: How Should Great Britain Solve its Debt Problem](#)
 - ii. [Resource 3: How should Great Britain Stop Colonists from Angering the French & Indians?](#)
 - iii. [Resource 4: How should Great Britain Protect its Big New Empire?](#)
 - b. Students will now be asked to come up with proposed solutions that they think Britain might have adopted to solve the problems caused by the French and Indian war. Each resource/handout describes a different problem faced by Great Britain after the War.
 - c. Distribute the three resources one at a time. Have students consider each problem and suggest solutions. Invite volunteers to share and discuss their suggested solutions.
5. **Britain's Solutions Revealed:** see [Resource 5a: The King and Parliament Announce Their Solutions](#). Tell students there is "breaking news" from the mother country. Britain has announced 4 new laws that are aimed at solving its latest problems. The laws will be applied to the 13 colonies. Read the laws to the students (or distribute copies of them to read). The map on [Resource 5b: Map showing the Proclamation Line of 1763](#) can be projected to help students "see" where the Proclamation Line of 1763 was drawn.
6. **Videos: King George Announces New Laws:** YouTube offers a series of somewhat comedic but informative videos in which a man dressed as King George III announces the passage of new laws that are designed to solve Britain's post French and Indian War problems.
 - a. The videos begin with trumpets blaring and a request to "Please Stand" which you can ask students to honor prior to the announcement of the Proclamation Act, Quartering Act, and Stamp Act.
 - b. Say "you can be seated now" after each announcement.

- c. While seated after each announcement have students turn and discuss the following:
How does the King try to justify each of the new laws?
 - i. This helps students understand the British perspective.
 - d. Then, tell them that there is another announcement from King George, play the next video, have them stand in honor of the King and post the same question presented above.
 - i. Each announcement is a little more than a minute long.
 - 1. Proclamation of 1763 and Stationing of British Soldiers Announcement - [here](#)
 - 2. Quartering Act Announcement - [here](#)
 - 3. Stamp Act Announcement - [here](#)
7. **Analyzing Effects of the New Laws:** Distribute copies of [Resource 6: Rights and Violations](#).
- a. Define the term “violations” for the students i.e., something that does not follow or stick to a rule.
 - b. Offer an example of a violation e.g., a student chews gum in class where the rules include “No gum in class.” Then tell them that they are asked to identify any violations of the rights of Englishmen that any of the new British laws contain.
 - c. Guide students through the expectations described on **Resource 6**. Their tasks are to explain what each new British law did (encourage them to paraphrase) and why a colonist might think they violate their rights.

Be sure to have students save copies of their completed Resource 6s as they will be needed for a future lesson entitled “Town Meeting 1765”.

8. **Video Reinforcement and Enhancement:** NBC Learn offers a “History Brief” [here](#) (4:34) that explains the rationale for the Proclamation of 1763 and the stationing of British troops in America. It extends learning with information about Pontiac’s Rebellion - an uprising of American Indians just after the French and Indian War that fueled Britain’s belief that the Proclamation and stationing of troops were necessary.
9. **Debrief:** It is important to end this lesson with a review of the key laws that Britain passed - Proclamation Act, Quartering Act, Stamp Act, decision to keep British soldiers in the colonies.
10. **Checks for Understanding:** Have students complete [Resource 7: Checks for Understanding](#).